



Helston Community College

Local Governing Body meeting

Thursday 15th November 2018 from 4.30pm

at MFL Block, HCC

1.	<p>PRESENT : Mr C Webb, Mr W Jenkins, Mr R Van der Lem, Mr D Hearne, Mr B Drew, Mr D Reynolds, Mr G Vallender, Mr M Higgs, Mr C Leathley</p> <p>NOT PRESENT Canon D Miller, Prof P Foster</p> <p>In Attendance: Mrs S Bayes (Clerk), Ms P Martin (Deputy Head), Mr D Dudley (Assistant Head)</p>	
2.	<p>APOLOGIES : Apologies were received and accepted from Canon D Miller and Prof P Foster</p>	
		<u>ACTION</u>
3.	<p><u>ELECTION OF CHAIR/VICE-CHAIR</u></p> <p>There was one nomination for Chair – Chris Webb – and one for Vice-Chair – David Reynolds. They were both elected unanimously.</p>	
4.	<p><u>WELCOME AND DECLARATIONS OF PECUNIARY INTERESTS</u></p> <p>There were no new business or pecuniary interests.</p>	
5.	<p><u>MINUTES FROM THE PREVIOUS MEETING on June 14th AND MATTERS ARISING</u></p> <p>The minutes from the meeting of 11th October were agreed and signed as a true and accurate record with the addition of Mr C Leathley as being present at the meeting.</p> <p>DHe had met DDu regarding P16 and had met the clerk to allocate faculty governors. This list would be distributed shortly.</p> <p>Item 12 – The Chair would talk to the CEO regarding changes.</p>	
6.	<p><u>FEEDBACK FROM THE TRUST BOARD</u></p> <p>There had been no feedback so far. The Budget had not yet been seen by the Head.</p> <p><u>Q Had the Head received appropriate budget information to be able to run the school last year?</u></p> <p>The last workable budget had been produced by the school 18 months ago.</p> <p>The Chair of Trustees had contacted the Chair of the LGB after the last meeting, and picked up on the level of challenge, indicating that there could have been more. The two chairs will be meeting shortly to discuss this in more detail.</p>	

7.	<u>GOVERNOR REVIEW OF P16</u>	
	<p>DDu introduced the timetable for the governor P16 review.</p> <p>Q <u>Is it your expectation that governors attend for the whole programme or part of the day?</u></p> <p>A It would be better if governors could stay for the whole day. It was agreed that the review day would take place on Friday 7th December. CWe, CLe DHe GVa and BDr were all available for the whole day. DRe and RVI to confirm. This would be a good opportunity to see how the new processes are embedded.</p> <p>Action: DRe and RVI to confirm whether they can attend review day</p>	DRe RVI
8.	<u>SELECTED TOPICS FROM STRUCTURED QUESTIONS</u>	
8.1	<p><u>Curriculum</u></p> <p>PMa explained that not much had changed from previous years. KS3 has a good curriculum with a broad range of subjects. The Mastery system will be kept and focus will be on teachers being clear on where students are in their learning, what scaffolding they need and what to do to move them on. Looking at embedding a more effective approach to literacy and the 6 main principles of expert teaching. In terms of reducing costs, staff on temporary contracts will not be kept on, which could impact on subjects at KS3, changing the balance of lessons.</p> <p>The KS4 core stays the same. The Head of RE is working with Penryn College, looking at how some students could do the full RE course in reduced time.</p> <p>Q <u>Is this to allow students to achieve the 8?</u></p> <p>A No, this would be an additional GCSE for the more able.</p> <p>Q <u>Will the extra work mean they lose a grade on other subjects by doing this?</u></p> <p>A No, this will only be offered to those who can cope with the extra work without it affecting their other subjects.</p> <p>The College is looking at adding Travel and Tourism and Foundation Geography as a more meaningful experience for those doing vocational pathways.</p> <p>Q <u>What is the anecdotal evidence for class sizes next year?</u></p> <p>A Next year's number is currently 217. 230 is the ideal number to run 8 classes. The Chair reported that he had had a meeting with Ofsted about subtle differences in how MATs operate. Key thing that concerned Ofsted was whether or not the curriculum would be narrowed. The Chair has the sense that the curriculum is broad and fair enough to meet Ofsted's scrutiny. Governors agreed. Some courses will still be rationalised – eg Technology graphics and Art graphics could be looked at.</p> <p>Q <u>What is the minimum number needed to run a GCSE class?</u></p> <p>A 20, but aiming for an average class size of 25. There is a maximum of 24 for food technology.</p> <p>DPe joined the meeting.</p> <p>Q <u>Do you get much feedback from parents about the curriculum we offer?</u></p> <p>A What we get is mainly positive. There is enough choice for students to study what they are interested in and specialise.</p> <p>P16 – a large number of courses are offered but we can't guarantee they will all run. With constraints in funding, temporary staff will not be replaced so is likely that the offer of A level Fine Art and Textiles will be removed as students can take the Art diploma with options for both within that course. There is potential</p>	

duplication in A Level Biology and the Diploma in Medical Science, which will be looked at. Drama and Theatre Studies will also be scrutinised.

Q Did poor results in Drama GCSE affect uptake?

A Yes, as exam results had not come out when students signed up for the course.

A performing arts diploma may be offered instead. There is a question mark over MFL, which has been running very small P16 classes, as there currently is the staffing available. Media also has very low numbers. Product design outcomes have been disappointing but Engineering has turned around, so will look at whether both will continue. Yr 11s have had their taster sessions, and will be interviewed about their option choices after Christmas.

Q Do you feel confident that the curriculum we offer is attractive enough to keep the students?

A By and large yes for A levels, but need to be mindful that there is now competition from apprenticeships in the local area for students who normally would have stayed for the 'stepping stone' Applied General courses. Have to be careful about taking on students who are not able to work to Level 3, except with the Construction course.

Q Have you thought about on line courses for MFL?

A Not up to this point, but we are considering for the future. We have one student doing a Computing course that way this year.

Q How does the virtual course run?

A One to one virtual teaching and assessment.

8.2

Safeguarding

The Chair had had a good meeting with DLE last week. Each year the annual S157 report is sent to County – from this year there will be two reports with another after Christmas. Our most recent feedback indicated our strengths as follows:

Very full and detailed submission with strong evidence throughout of the safeguarding culture within the school. All sections show careful consideration of your responses with clear evidence of what is happening within school. You have also used the self-assessment to inform your action plan as you did last year. (Helen Trelease, Cornwall Council)

At the meeting they looked at the action plan and the new safeguarding MyConcern website. CWe noted particularly the increased level of inputted concerns which highlighted the user friendly and readily accessible system. It was also evident that appropriate levels of training had been given to staff to ensure they had a thorough understanding of how to utilise the new system. KHa is triaging at the moment which gave CWe the confidence that focus could be placed on those needing immediate attention and time will show how robust the system is. He was also impressed that the system is able to create chronological reports, so themes can be identified.

There are 10 safety plans currently ongoing, devised individually around the student to support them immediately, which are approved by parents with their input – a holistic approach.

9.

SCHOOL IMPROVEMENT PLAN

Indices of multiple deprivation – we have a significant proportion of students who are in the most deprived 30-40% category, yet we are considered one of the more affluent catchment areas in the County.

Primaries do an excellent job with SATS but when we test them on entry they do not match up to this on reading age scores. Our tests are done on Transition days so at a similar time to the SATS test. We are looking closely at literacy at the moment. The same test will be done at the end of Yr 7 and Yr 8 to see what progress has been made.

Q What can governors add to the monitoring systems in place at the moment?

A An independent view is needed, speaking honestly and maybe spotting something that those working at it every day might miss. This increases the capacity of SLT team.

Q Do the student councils throw up useful ideas?

A Attendance is spasmodic and seldom has all year groups in place. Lunchtime meetings now mean more people are coming. GVa would like to attend the year group meetings. It would be a better to survey Teaching and Learning through targeted student voice activities, identifying a wide range of students to gather evidence. Sometimes useful information is fed back, eg the 5 minute lesson changeover is not long enough and the RTL room is working well.

The SEF is a comprehensive and honest appraisal of how we evaluate ourselves at the moment. The Chair recommended that governors read it again in depth to gain a greater understanding of that evaluation.

The structure of the QIP has been changed to be in line with the Trust's, using the Trust's targets where relevant. HCC specific targets have also been used. Governor monitoring is included for each target.

The Head is keen for teachers to join the Chartered College of Teaching for personal CPD and reflective practice.

Q 1a – what are memory-based strategies?

A Strategies for remembering what has been learned, eg quick quizzes at the start of lessons. This can be on what they have just learned or what they learned in the last module. These strategies are known as 'Retrieval practice' and 'Spaced learning'. Also developing knowledge organisers, and focusing on explicit teaching of academic vocabulary across the full range of subjects.

Q 1c what is the Nurturing School Programme?

A The College had received funding for Headstart, which is based on the Trauma Informed Schools programme, to help students with anxiety. The Nurturing package is an additional programme that uses the Boxall profile, where an adult in school, who knows the child, scores them on different characteristics. It helps identify strategies that can be used to support them and move them on. We now have a nurture group for KS3 as some students are operating well below Year 7.

Q 1g Post 16 leadership team - What are Phase 2 and 3 referrals?

A Phase 2 is where parents are called in to meet with a HoP to discuss concerns and phase 3 when students are referred to DDU. DDU is putting a new system in place where parents will be notified of concerns more quickly, so there will be more formalised support in place earlier.

Q 2b 2. What is a Gatsby Benchmark?

A These are benchmarks that the government expects schools to reach, regarding careers education and meaningful interactions with employers. The programme is published on the website and specific challenges have to be met. The Head will circulate the Benchmarks to governors. Careers education is very good for raising aspirations.

Action: Head to send Gatsby Benchmark documentation to governors

WJe

	<p><u>Q 2d 4 On line parent evening booking system?</u></p> <p>A Yes - this is up and running and staff had training on this yesterday. Will be used first for Post 16. Pupilinfo is not up to date, and parents need to know when it will be updated with fresh data. There were also concerns on when information was given to parents such as the dates of parents evenings. We are in the process of creating a new website and other systems such as the MyEd app can be used to inform parents when PupillInfo is updated.</p> <p>1e The Chair wanted to check governors understood the SoDA and knew what their roles involved. <u>Q How do governors feel about governance procedures at the moment?</u></p> <p>A Staff spending time helping governors understand what they need to focus on is very useful. Time in school is where they get the most benefit.</p> <p><u>Q Is there scope for governors to look at staff well-being?</u></p> <p>A Yes, that is a possibility. A calendar of activities will be put together for the year. Collectively governors have the knowledge but individually knowledge could be better. Need to create an evidence base on what we are doing.</p> <p><u>Q How is the Forum working?</u></p> <p>A The Head needs to think carefully about how it is going to work and how to get representatives from each group.</p> <p><u>Q Are all the Trust targets taking us in the right direction?</u></p> <p>Most of the Trust targets are suitable and link closely to our intended actions. If there was a Trust target that was not relevant, it was not included.</p>	
10.	<u>URGENT MATTERS FOR DISCUSSION</u>	
	The new build is on schedule. Logistics of moving everything is tricky so theHead would like to have two closure days at the end of the summer term and possibly one at the beginning of the autumn term to enable staff to ensure new classrooms are ready.	
11.	<u>MATTERS TO BE RAISED WITH THE TRUST BOARD</u>	
	The governors raised the point that there was still no financial clarification.	
12.	<u>DATES OF FUTURE MEETINGS</u>	
	The next meeting would be on 28 th February 2019.	

The meeting closed at 6.25pm

Chair's Signature _____ Date _____